

SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

- Lessons from the Field -


***Staying in School in Person in 2022:
Test to Stay and Other Strategies***

FEBRUARY 9, 2022



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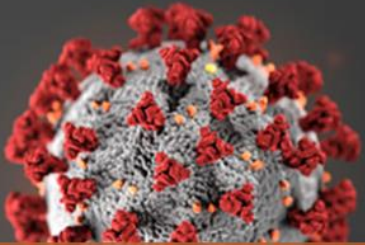


National Center on Safe Supportive Learning Environments
Engagement • Safety • Environment

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RESOURCE




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Take Action and Protect Youth Mental Health

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REPORT



Learn About Students' Experiences with Bullying and Hate Crimes

FEATURED EVENTS

UPCOMING



Fortifying the Work: Towards Anti-Oppressive Practices for Early Career Teachers
February 10, 2022 - 3:00 PM EST

MORE

PAST



Webinar: Role of Community Engagement Specialists
January 27, 2022 - 1:00 PM EST

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Human Trafficking Webinar Series: Effective Engagement of Individuals with Lived Experience
January 26, 2022 - 3:00 PM EST

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School Climate Improvement Resource Package



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Trauma-Sensitive Schools Training Package



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Human Trafficking in America's Schools



Improving Higher Education Learning Environment



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To access information and archived materials from previous Lessons from the Field webinars, go to:
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Logistics

Zoom Control Panel

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location:
<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-staying-school-person-2022-test-stay-and-other-strategies>



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Polling Question #1

1. What is your role?

- ☐ School administrator
- ☐ Student support personnel (School Counselor, Social Worker, Psychologist, School Nurse)
- ☐ Other local education agency staff
- ☐ State educational agency staff
- ☐ Public health personnel
- ☐ Parent/Family member
- ☐ Community/school board member
- ☐ Advocate
- ☐ Other (Please post in Q&A.)



Agenda

- 1) Introduction and Logistics
- 2) US Department of Education Comments: Hayley Meadvin
- 3) Overview of Test to Stay in K-12 Schools: Miguella Mark-Carew
- 4) Updated CDC Guidance on Quarantine and Isolation: Neha Cramer
- 5) Introductory Context: Field Practitioners
- 6) Panel Discussion
- 7) Wrap Up & Closing



Speakers



Hayley Meadvin

Senior Advisor, Office of the
Secretary of Education, U.S.
Department of Education



Miguella Mark-Carew

Field Epidemiologist, School Support
Section, Centers for Disease Control
and Prevention



Neha Cramer

Guidance and Technical Assistance
Lead, STLT Support Task Force,
Centers for Disease Control and
Prevention



Kristine Orr

Superintendent, South Glens Falls
School District, NY



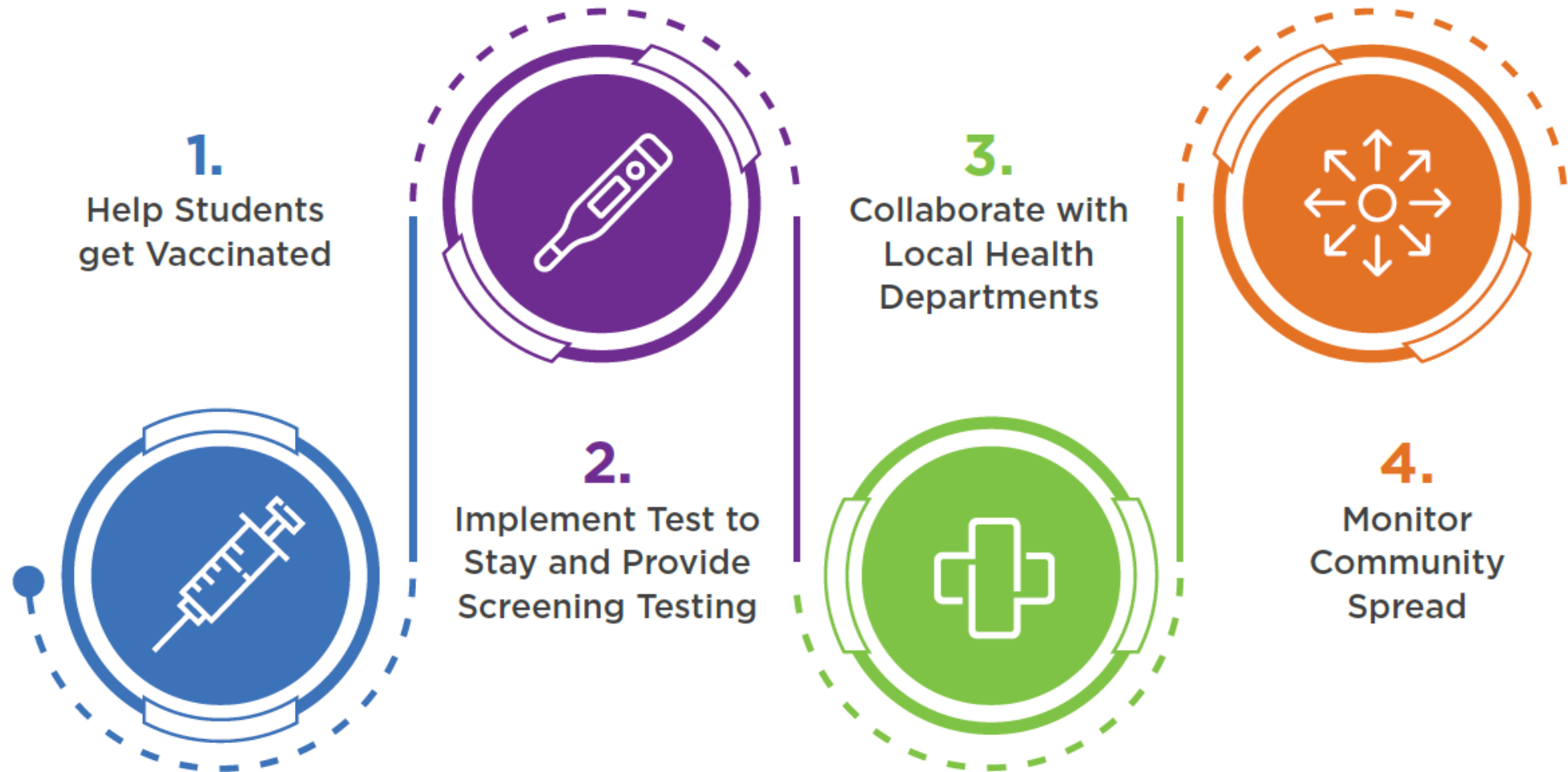
Kristen Howard

Epidemiologist, Saratoga County
Public Health Services, NY

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-staying-school-person-2022-test-stay-and-other-strategies>

Staying In School In-Person In 2022



Staying In School In-Person Strategies

1. Help Students Get Vaccinated

- School-based vaccination clinics
- Encourage all eligible school staff, parents and family members to get vaccinated and a booster shot
- Host family vaccine clinics

2. Implement Test to Stay and Provide Screening Testing

- Test to Stay (TTS) strategies
- Screening Testing

3. Collaborate with Local Health Departments

4. Monitor Community Spread

Overview of Test to Stay (TTS) in K-12 School Settings

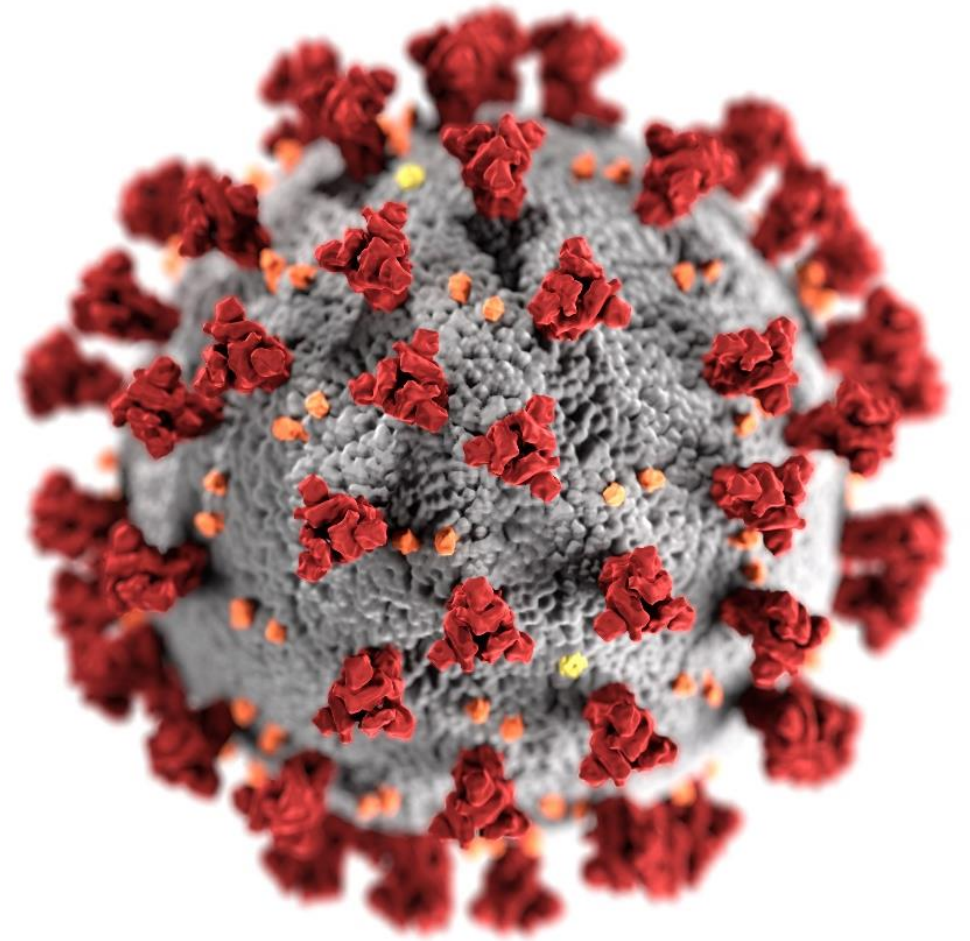
Miguella Mark-Carew, PhD

School Support Section (S3)

STLT Task Force

CDC COVID-19 Response

February 9, 2022

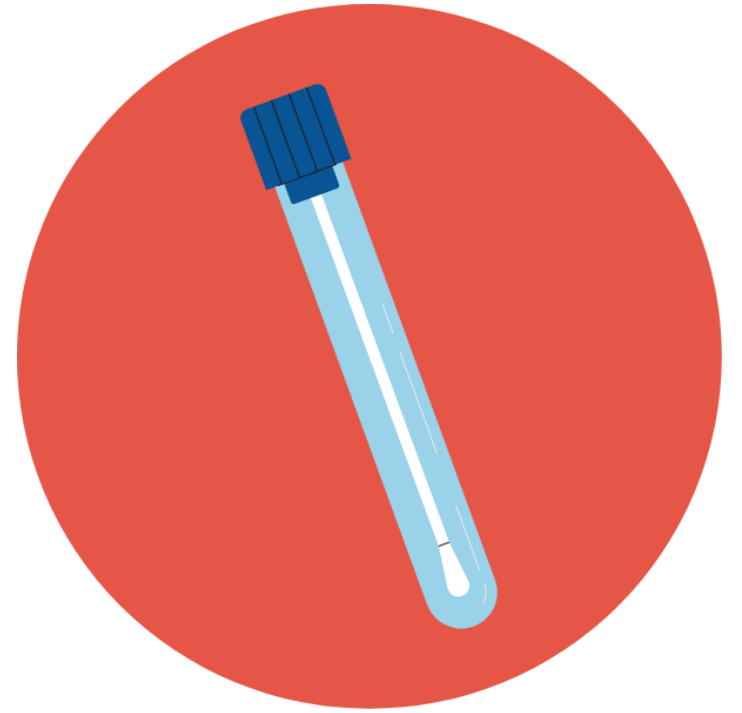


cdc.gov/coronavirus

Data are Provisional Until Officially Released by the CDC - For Internal Use Only (FIUO) - For Official Use Only (FOUO) - Sensitive But Unclassified (SBU) - Not for Further Distribution

What is Test to Stay in the K-12 Setting?

- Test to Stay (TTS) is a strategy that allows school-based close contacts who are not up to date on COVID-19 vaccination to continue in-person learning during their quarantine period if they remain asymptomatic.
- This strategy aims to keep individuals in the learning environment while managing the risk of COVID-19 transmission.
- Students must meet eligibility criteria to participate, which includes remaining asymptomatic, repeating COVID-19 testing, and adhering to prevention strategies.



CDC Close Contact Definition in K-12 Settings

- **Close contact:** Someone who was within 6 feet of a person with COVID-19 (laboratory-confirmed or clinically diagnosed) for a cumulative total of 15 minutes or more over a 24-hour period.
- **Exception for K–12 indoor classroom setting or a structured outdoor setting:** Where mask use can be observed, the close contact definition excludes students who were between 3 to 6 feet of an infected student (laboratory-confirmed or a clinical diagnosis) if both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time.



Design of Test to Stay Protocol

- Schools can implement TTS differently
- Test to Stay protocols can vary by the following:
 - Definition of a close contact, eligibility, and location of exposure
 - Test type, test cadence, and test location
 - Duration of quarantine and participation in extracurricular activities



Mask Use



**Close Contact
Definition**



Test Type



Quarantine Duration

How Test to Stay Works

- Test to Stay is another valuable tool in a layered prevention strategy.
- As of December 10, 2021, CDC is aware of 13 state-wide TTS policies.
- Two MMWR studies were recently published highlighting the use of TTS practices.

Lake County, IL

- 90 schools in 31 school districts implemented TTS
- 12-week evaluation period findings:
 - 258 index cases
 - 1,664 close contacts
 - 16 secondary student cases
 - Secondary attack risk: 1.5%
 - Most common exposure location:
 - School bus: 56%
 - Classroom: 33%
 - School-sanctioned sports: 7%
 - **8,152 in-person learning days preserved**

LA County, CA

- 432 LA County schools in 39 school districts implemented TTS
- 11-week evaluation period findings:
 - Similar rates of outbreaks before and after TTS adoption
 - 12,919 index cases
 - 57,513 close contacts
 - Secondary infection risk in TTS schools: 0.7%
 - No evidence of tertiary transmission
 - **37,310 in-person learning days preserved**

Variations of TTS Approach by Jurisdiction

LA County, CA

- Participants: Students
- Exposure setting: School with staff supervision
- Tests used: NAAT or antigen
- Testing cadence: 2x/week
- Allows for: In-person learning during regular school hours, riding school bus

Lake County, IL


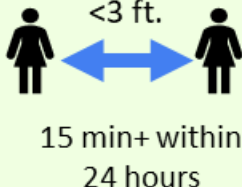







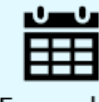
- Participants: Teachers, staff, & students
- Exposure setting: School
- Tests used: NAAT or antigen
- Testing cadence: 1, 3, 5 & 7 days after exposure
- Allows for: In-person learning, riding school bus, & participation in school-related extracurriculars



Current Test to Stay Project Investigations

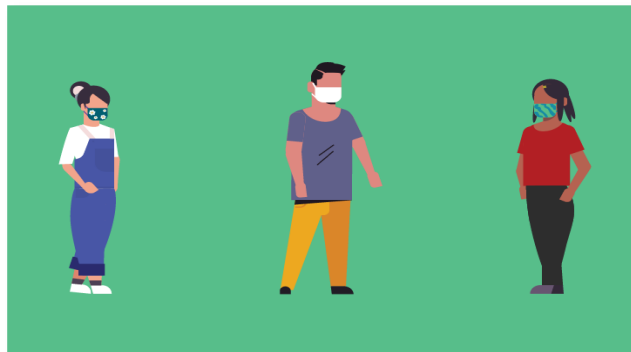
- We worked with 4 additional jurisdictions to support and evaluate their Test to Stay strategies.
- The goals of the investigations were to:
 - Document the implementation of Test to Stay protocols in K-12 school settings
 - Conduct ongoing surveillance of COVID-19 in K-12 schools enrolled in a Test to Stay program
 - Track and assess secondary transmission of SARS-CoV-2 in schools
 - Assess the impact of Test to Stay on the number of in-person learning days saved
 - Compare secondary transmission of SARS-CoV-2 in K-12 schools implementing different Test to Stay program components, such as variation in the duration of quarantine
 - Gather lessons learned

Variation in the Implementation of Test to Stay Program Components

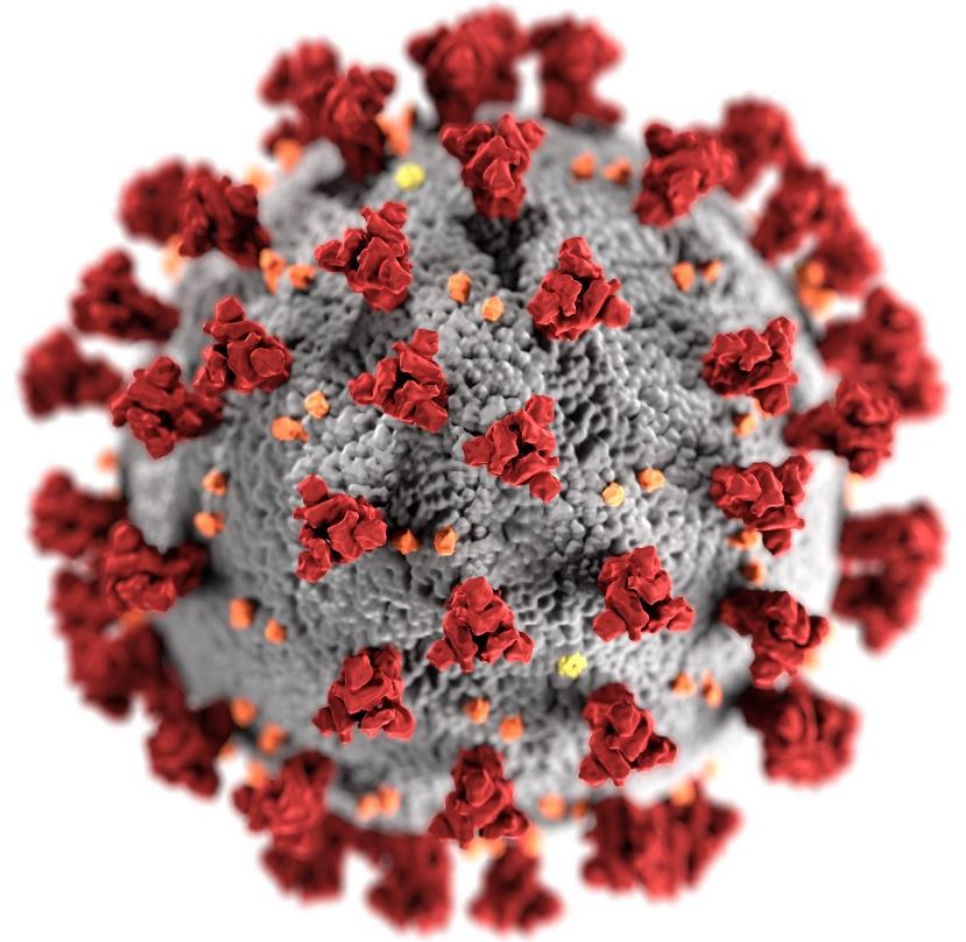
Jurisdiction	Masking	Close Contact	Who is Eligible	Exposure Location	Testing Cadence	Test Type	Extracurriculars
Illinois (Jurisdiction 1)			 Teachers, Staff, and Students	 School exposure only	 Every other day (1-3-5-7)	Rapid antigen	 Yes, as long as the individual is asymptomatic
New Mexico			 Every day up to 5 days				
Kentucky			Students only		 Every other day (1-3-5-7)	PCR (results within a few hours)	
Illinois (Jurisdiction 2)			 Teachers, Staff, and Students		 Every day (7 days)	Rapid antigen	
Georgia							

Test to Stay Challenges and Next Steps

- TTS is resource intensive.
- Jurisdictions may consider assisting schools who do not have adequate contact tracing or testing capabilities.
- Current evidence indicates TTS is a viable alternative to quarantining at home, however there is insufficient evidence regarding which core components make TTS effective.
- CDC will continue to evaluate secondary transmission in schools implementing TTS in the new landscape of the Omicron variant.



Thank you!



For more information, contact CDC
1-800-CDC-INFO (232-4636)
TTY: 1-888-232-6348 www.cdc.gov

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.



Polling Question #2

2. Is your community using Test to Stay as a strategy in support of students and/or staff to sustain in-person instruction?

- ☐ Yes, we are currently implementing Test to Stay.
- ☐ Yes, we are starting to implement Test to Stay.
- ☐ No, but we are planning to implement Test to Stay.
- ☐ No, we do not plan to use such a strategy.
- ☐ Don't Know.
- ☐ Not applicable.

Guidance for COVID-19 Prevention in K-12 Schools

Neha Cramer, MPH

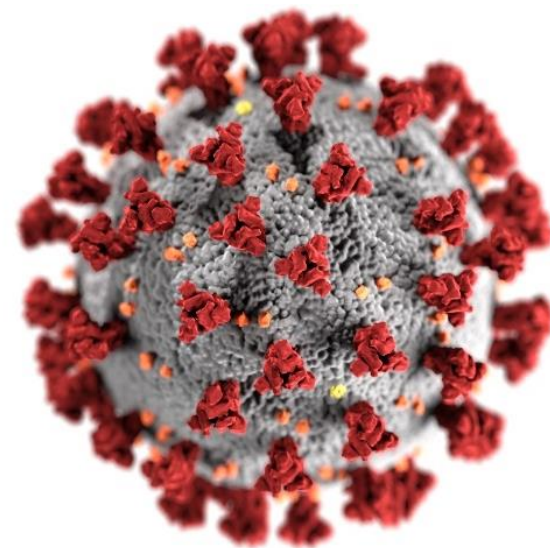
Lead, Guidance and Technical Assistance

School Support Section (S3)

State, Tribal, Local, and Territorial Support Task Force

[K-12 Guidance:](#)

www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html



cdc.gov/coronavirus

Prevention Strategies

Getting vaccinated

**Consistent and
correct mask use**

Physical distancing

**Screening testing to
promptly identify
cases, clusters, and
outbreaks**

**Improving
ventilation**

**Handwashing and
respiratory
etiquette**

**Staying home when
sick (isolation)**

**Contact tracing in
combination with
quarantine**

**Cleaning and
disinfection**

Isolation

- Isolate when you are sick or if you tested positive for COVID-19, even if you don't have symptoms.
- Stay home and isolate away from other people for **at least 5 full days**.
- People who have symptoms can end isolation after 5 full days only if they are fever-free for 24 hours without the use of fever-reducing medication **and** if other symptoms have improved.
- Everyone should wear a well-fitting mask when around others at home and in public for an additional 5 days after ending their isolation.

Who Does NOT Need to Quarantine in K-12 Schools (1/2)

- Students, teachers, and staff who come into close contact with someone with COVID-19 do not need to quarantine if they:
 - Are up to date with COVID-19 vaccines OR
 - Had confirmed COVID-19 within the last 90 days (tested positive using a viral test).
- Schools may consider including students ages 12-17 years in this group if they completed their primary vaccine series but have not yet received all eligible boosters, as long as they do not have symptoms.

Who Does NOT Need to Quarantine in K-12 Schools (2/2)

- Wear a [well-fitting mask](#) around others for 10 days from the date of your last close contact with someone with COVID-19 (the date of last close contact is considered day 0).
- [Get tested](#) at least 5 days after you last had close contact with someone with COVID-19. If you test positive or develop COVID-19 symptoms, follow recommendations for isolation.
- If you tested positive for COVID-19 with a [viral test](#) within the previous 90 days and subsequently recovered and remain without COVID-19 symptoms, you do not need to quarantine or get tested after close contact.
- For 10 days after their last exposure to someone with COVID-19, they should watch for fever, cough, shortness of breath, and other COVID-19 symptoms.



Who Should Quarantine in K-12 Schools (1/2)

- Students, teachers, and staff should quarantine for at least 5 days if they came into close contact with someone with COVID-19 (even if they don't have symptoms) if they:
 - Are not up to date with COVID-19 vaccines **OR**
 - Are not vaccinated



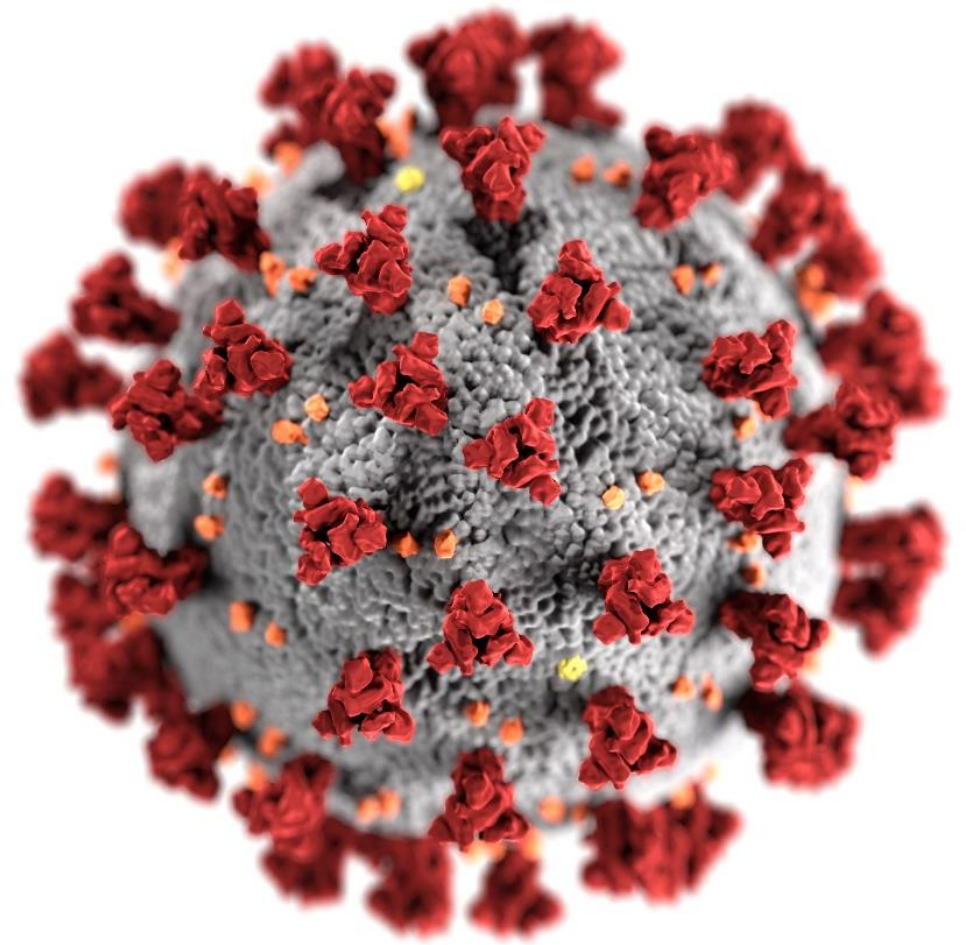
Who Should Quarantine in K-12 Schools (2/2)

- Quarantine for a full 5 days after close contact.
- Wear a well-fitting mask around others for 10 days from the date of their last close contact.
- Get tested at least 5 days after having close contact with someone with COVID-19, unless they had confirmed COVID-19 in the last 90 days and subsequently recovered.
- For 10 days after their last exposure to someone with COVID-19, they should watch for fever, cough, shortness of breath, and other COVID-19 symptoms.



Mealtime During Days 6-10

- Schools should have a plan for students and staff to adequately distance from others and ensure they wear their well-fitting masks when not actively eating during days 6-10 of quarantine or isolation.
- What School Nutrition Professionals Need to Know About COVID-19:
<https://www.cdc.gov/healthyschools/covid/school-nutrition-professionals.html>



For more information, contact CDC
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TTY: 1-888-232-6348 www.cdc.gov

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Featured Practitioners

SARATOGA COUNTY, NY

Kristine Orr

Superintendent
South Glens Falls School District
South Glens Falls, NY

Kristen Howard

Epidemiologist
Saratoga County Public Health Services
Ballston Spa, NY

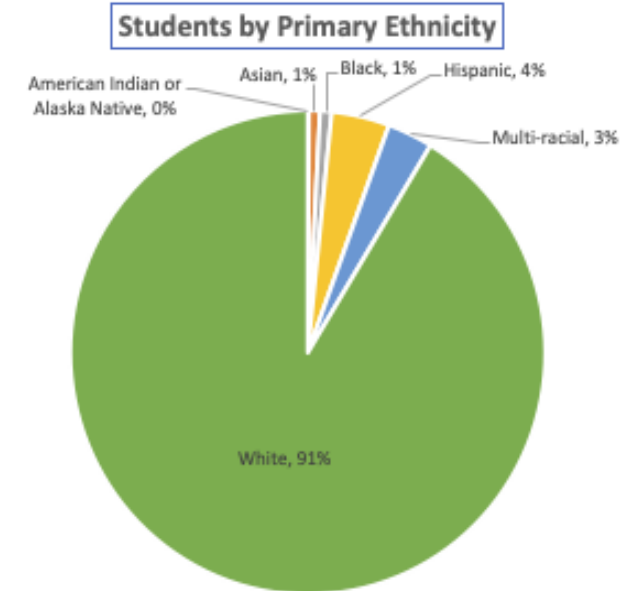


SOUTH GLENS FALLS

C e n t r a l S c h o o l D i s t r i c t

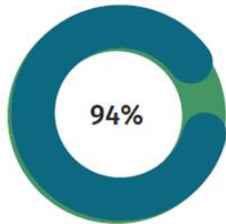
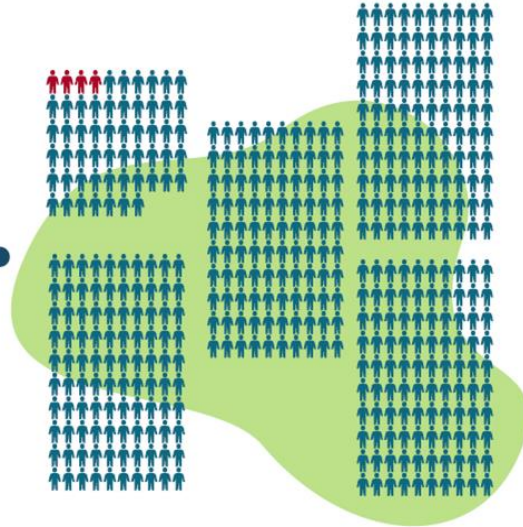
2021-22

- Total Enrollment: 2,836 (K-12)
- UPK: 110
- School Age Disability: 431 (15%)
- Economically Disadvantaged: 1,040 (37%)
- Preschool Age Disability: 96
- ELL Students: 7
- Homeless Student Status: 58
- Students with IEP: 416 (13.6%)
- The district comprises four neighborhood K-5 elementary schools, one middle school and one senior high school. A professional staff of more than 500 provides a high level of instruction that is creative, challenging and responsive to student needs.
- Considered the “Gateway to the Adirondacks,” South Glens Falls is located approximately 40 miles north of Albany at the northeastern tip of Saratoga County, South Glens Falls is centrally located between Saratoga Springs and Lake George. It is in close proximity to area attractions, recreational opportunities, historical sites and cultural events.
- South Glens Falls has been a part of the League of Innovative Schools since 2019 and has three themes that guides the district work: Student safety, Mental health, Future-ready learning



Total TTS Students

4 positive case out of 457

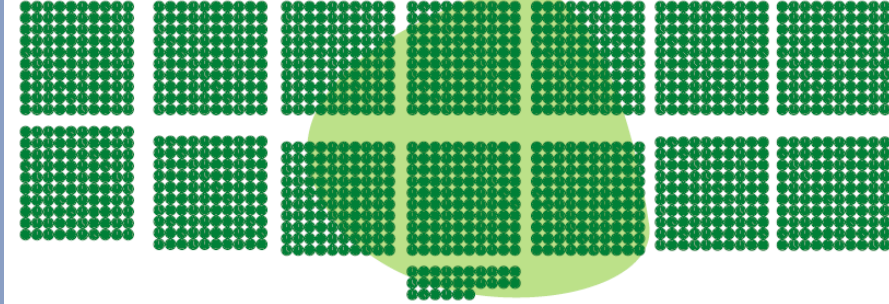


Percent of Students

This increased every week.

Thoughts from a parent

“Thank you for taking on the program to pilot. Our son was able to miss zero school, we missed zero work, and it made all the difference to our family.”



Days of Instruction Save

Total = 1426

Important to note

When a teacher becomes positive at the elementary level, we have offered voluntary testing for all students in the class separate from this. 100% of the parents have said year and there were no positives from that testing.

Thoughts from a student

“It was nice to keep my daily routine at school. It was a relief to continue to learn in person and not have the additional stress that goes along with virtual learning.”



Test to Stay form built by Saratoga County IT. Currently used by parents to report tests done at home before child goes to school.

Positive Home Test form built by Saratoga County IT. Currently used by county residents to submit positive results for review.



SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

Panel Discussion

LESSONS FROM THE FIELD



Feedback Form



SAFER SCHOOLS AND CAMPUSES
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[NCSSLE] 2022 - Lessons from the Field - Staying in School in Person in 2022: Test to Stay and Other Strategies

Thank you for attending the webinar, *Lessons from the Field - Staying in School in Person in 2022: Test to Stay and Other Strategies*, on February 9, 2022. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- ☐ Not At All Knowledgeable
- ☐ Somewhat Knowledgeable
- ☐ Very Knowledgeable

2. Overall this webinar was a good use of my time.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree

3. This webinar improved my understanding of the covered topic.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree

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Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website

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Best Practices Clearinghouse

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